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ABSTRACT

The development and submission, for the Court's consideration, of an education plan for Hispano and Black children in Denver Public Schools was requested by plaintiffs in this case. The Court ordered the development of a school program based on the characteristics of these children. The proposed plan provides the rationale and activities necessary for accomplishing this, trying to eliminate the incompatibilities between the school and the minority children. The plan proposed was based on the Cardenas-Cardenas Theory of Incompatibilities, which attributes the poor school performance of minority and disadvantaged children to an incompatibility between the characteristics of these children and those in typical instructional programs. Five incompatibility areas are: poverty, culture, language, mobility, and societal perceptions. Since these are so interrelated, the program incorporated the principles of (1) interrelatedness and interdependence and (2) adaptability. It outlines the elements of school activity which must be adopted: educational philosophies, policies, scope and sequence, curriculum, staffing, co-curriculum activities, student personnel services, noninstructional needs, community involvement, and evaluation. (NQ)

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AN
EDUCATION PLAN
FOR THE
DENVER PUBLIC SCHOOLS

prepared by

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National Education Task Force de La Raza

San Antonio, Texas

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BACKGROUND INFORMATION

Minority Pupil Performance

Data available concerning the academic performance of minority children in the Denver schools indicate a generally poor record. It is evident from the available data that as a group, Hispano and Black children are performing substantially below the level of white Anglo children.

Information on dropouts indicates that the mean number of years of school completed by minority children is less than that for a comparable white Anglo population. A minority child enrolling in the Denver public schools at this time faces heavy odds that he will discontinue his formal education prior to completion of the twelfth grade. These odds are much less than the present odds for white Anglo children.

The extent of retention and subsequent overagedness while the children attend school is similarly biased in favor of white Anglo children.

A comparison of achievement levels indicates that in critical subject matter areas minority children are underperforming. Their performance is below standard when compared to their white Anglo counterparts in the Denver schools as well as typical performance of children throughout the country.

This underachievement becomes even more meaningful in the light of the excessive dropout rate described earlier. Since it can be assumed that children who drop out of school are those who are performing most poorly, it would be expected that the remaining children form a biased sample, top heavy with better performing

children. Therefore, the academic expectancy for this group should be higher than for an unculled population.

Yet, achievement results indicate a no better performance for the select group of children than was found in the original group.

As a community spokesman in the Midwest recently expressed it, "After 63% of our population has withdrawn from the schools, 63% of the children who supposedly are the socially maladjusted, the mentally disturbed, the lazy, the unmotivated, the incorrigibles, the non-learners, and the mentally retarded, you would think that the select 37% who remain in school would set performance records. This is not the case. The select minority who remain in school consistently perform below all norms."

Performance of minority children in Denver schools demonstrate the existence of a "cumulative deficit" or "progressive decline" phenomenon. Regardless of the educational status of minority children upon entrance into Denver schools, the district has been unable to arrest, let alone reverse, the educational retardation which manifests itself during the early years.

Thus the underachievement apparent in the early school years not only is never reduced, but it continues to increase year after year. The failure of the school system to prevent this snow-balling effect in spite of special local, state, and federal programs accounts for much of the dissilusionment resulting in a high dropout rate for the minority population.

Analysis of minority children's performance in the Denver schools since the beginning of this case indicates that there has been no substantial change in the situation. The latest figures available on the performance of Hispano and Black children attest to the inability of the district to cope with the problem.

The Analogy of the Amoeba

A prominent psychologist once stated that it is startling to note the technological advances which have been made in education, but which unfortunately have never been effectively implemented in the classroom. To illustrate, he described an experiment in which through the use of different intensity lights, a one-celled amoeba, the lowest form of animal life, could be taught certain skills utilized in the reading process such as initial letter discrimination and which many children fail to master.

It seems to me that this huge discrepancy in the learning of children and amoebas can be attributed to the utilization of appropriate tools and methodologies in the laboratory for providing the instruction to the amoeba. If the amoeba were sent to our schools in order to acquire the skills so easily achieved in the laboratory, the results would be disastrous.

School personnel would enroll the amoeba in a standard program with thrity-four other students and utilizing the same basic readers, workbooks, materials, furniture and equipment designed for much larger clients, fail to develop any skills. In fact, the disproportionate sizes of the amoeba and the reading books may indicate a physical impossibility for it to travel across the first page in the course of a school term.

Having failed in teaching the amoeba skills with conventional materials and methodologies, school personnel would then explain the failure in Superintendent Gilberts' testimony to the Court. The failure of the amoeba "was the result of a number of factors, including home stimulation, lack of discipline, absence of stimulation by parents, and verbal deficiencies resulting from the amoeba families' limited vocabulary."

Basis for the Development and Submission of an Education Plan

The plaintiffs in this case have requested the development and presentation to the Court of an Education Plan which may be ordered implemented by this Court in the Denver Public Schools.

Such an Education Plan is essential and desirable for the following reasons:

1. There is a need for safeguarding the rights of minority children. Integration is more than the changing of the physical surroundings of children. Indeed, recent studies (Coleman, Jencks) indicate that the integration of minority children into previously predominantly white, Anglo schools has produced no significant improvement in the performance of minority children. I differ with these prominent researchers and educators in their conclusion concerning the educational handicap which the disadvantaged minorities bring to the new school. Rather it is my theory, conclusively proven correct in the experimental programs of the Edgewood School District in San Antonio, that the continued poor performance of the children is attributed to continued utilization of a segreated instructional program. Regardless of ethnic mix schools continue to be racist institutions with instructional programs developed for white, Anglo Saxon, English-speaking, middle class children.

The implementation of a school transfer plan which takes children away from the geographically close advocacy, intervention and communication of parents necessitates further safeguards by the courts. The manipulation of children to bring about ethnic balances in the schools must be accompanied by the manipulation of the curriculum to bring about a similar ethnic balance in the instructional program.

2. The need for safeguarding the rights of minority children in a court-ordered integration plan is not a new concept. It was accepted and met by a court-ordered education plan in U.S. vs Texas in the U. S. Court for the Eastern District of Texas,

Tyler Division, 1971. In a Memorandum Opinion issued on December 6, 1971, Judge Wayne Justice expressed the need for "special educational consideration to be given to the Mexican American students in assisting them in adjusting to those parts of their new school enviroment which present a cultural and linguistic shock."

3. This Court has expressed a need for improving the schools as educational institutions. The March 21, 1970 Memorandum Opinion and Order expressed a concept of equal educational opportunity as more than the physical renovation of older and less attractive buildings. "Rather, the emphasis is on improving these as educational institutions. One obvious equalizing factor would be to have faculty members who are as competent as the faculty members at Anglo schools." This education plan being submitted incorporates other not so obvious equalizing factors which afford minority students equality of educational opportunity.

4. Though many of the problems in the education of the economically disadvantaged minorities have been known and recognized by school authorities, the development of alternative programs has not reduced the problem.

"It is clear from the evidence that the remedial or special education programs which have been carried on in these schools have not resulted in any significant improvement and so other methods are indicated," stated the Court in its March 21, 1970 Memorandum Opinion and Order.

Perhaps one of the reasons for this failure has been that schools have failed to develop radically different and reformatory school programs. Much of the federal financial contribution to education has been wasted in attempting to do the wrong things better, in doing the wrong things earlier and longer, and doing the wrong things more frequently.

There is a need for an entirely new look into the educational problem of Hispanos and Blacks and the development of a new rationale for "compensatory education".

5. It is hoped that the development and submission for the Court's consideration of this education plan for Hispano and Black children provides the expertise needed by the Denver schools, and anticipated by this Court.

Analysis of the Problem

The poor performance of minority children in the Denver schools is cause for concern. Not only are the lives of children wasted as they are doomed into a life of ignorance, poverty, and lack of productivity, but it perpetuates a cycle which locks-in its members. The most valuable resource of this country, its children, is being wasted at an even higher rate than our natural resources.

Incidentally, educational success within the dominant cultural group also leaves a lot to be desired. Our failure to cope with our domestic social and economic problems as well as our rapidly deteriorating international situation attest to this failure. Nor have our educational institutions produced the enlightened citizenry which Thomas Jefferson foresaw as an esential for the success of the democratic process.

The dismal failure of our schools in the education of minority children can be attributed to the inadequacies of the instructional programs. This simple assertion could go a long way toward finding a solution to the educational problems.

However, common educational practice denies the existence of inadequacies in our institutions and attributes the fault to the minority population. Thus the victim becomes guilty of the crime.

Thus we see the school attributing the poor achievement of minority children on the home stituation, lack of discipline, absence of stimulation by parents, and verbal

deficiencies. At no point in documents made available for the development of the education plan was there an admission by the school to any institutional inadequacies. I find no evidence that in the development of instructional programs the school district has conceded that the institutional policies may be detrimental to different cultural groups holding different cultural values; that the type of instructional program is not responsive to the racial and ethnic characteristics of the minority population; that the instructional staff may need to identify and acquire skills in implementing an entirely different methdology than the one which the teacher was trained to utilize with white Anglo kids; that the materials being utilized are not appropriate for certain children; that many of the elements and processes of the school may have to be changed drastically to meet the needs of minority children.

Ironically, the basic concept of differentiated instruction is not alien to our schools. For many years this concept has been applied in the teaching of exceptional, handicapped, or otherwise atypical white Anglo children. It was not a monumental task for schools to accept or concede that the education of blind children must differ from the education of children with normal vision.

It is only when the differences are attributed to race, ethnicity, culture and natural origin that the school refuses to accept or concede a need for different instructional practices.

Thus, the school realizes the difficulty of teaching a blind child to read with a typical book, but sees nothing wrong with teaching a Spanish-speaking child to read with an English book.

The education of minority children requires the development and implementation of a school program based on the characteristics of these children.

The following plan provides the rationale and activities necessary for accomplishing this.

RATIONALE FOR THE PLAN

The Cardenas-Cardenas Theory of Incompatibilities

Black and Mexican American children have not enjoyed the same success in school as that of the typical middle class American. The Cardenas-Cardenas Theory of Incompatibilities (Blandina Cardenas and Jose A. Cardenas, NEA Journal, Today's Education, February, 1972.) is a tested belief that the failure of such children can be attributed to a lack of compatibility between the characteristics of minority children and the characteristics of typical instructional programs.

An instructional program developed for a white, Anglo Saxon, English-speaking, middle class school population cannot be and is not adequate for a non-white, non-Anglo-Saxon, non-English-speaking, or non-middle class population.

To reverse the pattern of failure for non-typical children, it is necessary that the instructional program and the characteristics of the learner be compatible.

In order to develop such an instructional program, it is necessary that incompatibilities be identified and eliminated.

In a preliminary study made with the assistance of Dr. Egon Guba and John Horvat from Indiana University and Dr. Daniel Stufflebeam from Ohio State University, we were able to identify over 40 such incompatibilities. Subsequently, these incompatibilities were grouped into five areas to be presented here: poverty, culture, language, mobility, and societal perceptions.

Poverty

Many of this country's minority children are raised in a poverty situation. Much has been written about the effects on poverty on the development of the individual. In general, it can be concluded that the growth of a child in a poverty situation leads to

a non-typical developmental pattern which differs from developmental patterns of middle class children.

Large child-to-adult ratios lead to the development of atypical speech patterns when the amount of interaction between children and adults is constrained. The frequent absence of one of the typical adults in the home, and the dissipation of adult energies in meeting the basic essentials of life further compound this problem.

The relative absence of communication media in terms of TV sets, radios, newspapers, magazines, and books contribute to the development of an atypical developmental pattern.

An absence of success models and an academic oriented tradition develop differing concepts toward schools and schooling.

Poverty also leads to a relative unavailability in intellectually stimulating toys, games and activities.

The deprivational effects of inadequate housing, malnutrition and poor health similarly influences the development of poor children.

Evidence of this type has led educators to an erroneous conclusion, namely the development of a deficit philosophy which attributes the poor school performance of poverty children on a deficiency brought about by growing up in a deficient environment. Though there frequently exists an educational developmental retardation, it is our opinion that this retardation is not a serious educational handicap. The retardation can be overcome by the placement of the child in a school environement which can stimulate development and rapidly produce an accelerated development in those areas critical to educational success in typical school situations.

The educational handicap of poverty children comes about when they are placed in an educational program which fails to take into account the unique early developmental

patterns and assumes and requires the same developmental level which is normally found in middle class children.

For example, it has been extensively documented that children growing up in the noisy environment of an overcrowded ghetto home located in an unpreferred residential area develop listening skills in a different manner from children raised in the relative quiet and order of a middle class home. Poverty children raised in poverty situations tend to learn to block out sounds rather than to learn finer and finer sound discriminations as is the case with middle class children.

Upon entering school, it is possible to place a poverty child in an auditory-discrimination program in which in a matter of weeks the auditory developmental retardation may be successfully overcome.

If instead of being placed in such a program, he is usually placed in a typical reading readiness program which assumes that the child has the audio-discrimination development of the middle class children for whom the program was developed, the results will be disastrous.

Therefore, the failure of the child in this case is not due to the type of home in which he was raised, but rather the type of school program in which he was placed. Audio-discrimination retardation is not an educational problem. The incompatibility between the existing level of development and the level of development assumed in the instructional program and needed for success is the educational problem.

(For further substantiation of these findings, refer to the evaluation of the Edgewood Independent School District's Early Childhood Education Program at the Dr. Jose Angel Cardenas School, San Antonio, Texas, conducted by the Southwest Educational Development Laboratory, Austin, Texas.)

Culture

A second incompatibility between the characteristics of minority children and instructional programs is in the area of culture.

The incompatibilities between minority children and most school systems can be summarized in three generalizations:

1. Most school personnel know nothing about the cultural characteristics of the minority school population;

2. The few school personnel who are aware of these cultural characteristics seldom do anything about it, and

3. On those rare occasions when the school does attempt to do something concerning the culture of minority groups, it always does the wrong thing.

Much has been written about the cultural irrelevance of instructional materials. In general, typical instructional materials developed by and for white, Anglo, middle class personnel present surroundings, situations, dialogue, and conclusions which are foreign and incongruous to the culturally atypical child. The absence of minority traditions, values and orientations in instructional materials makes them irrelevant and meaningless, and of inferior educational value for utilization by minority children.

School responses to this incompatibility have been dysfunctional. The use of black or brown ink to color the physical features of some of the people portrayed in some textbooks has done little to reduce the incompatibility.

The inclusion of negative stereotypes has frequently aggravated this problem rather than diminishing it.

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Though incompatibilities in instructional materials have received much attention in recent years, no such attention has been drawn to the incompatibilities in instructional methodologies.

Professor Lessor at Harvard conducted some interesting experiments which gives us some insights into the nature of this problem. In studying learning characteristics of children from different ethnic backgrounds, he discovered that children from different ethnic groups display some marked preference for ethnically compatible learning styles. For example, Jewish children did better than Chinese children in instructional activities based on verbalization. On the contrary, Chinese children outperformed Jewish children in instructional activities presented in the abstract. Regardless of socioeconomic background, the amount of learning correlated with the ethnicity and preferred learning style.

In a similar experiment at UCLA, Kagan and Madsen conducted learning activities with Mexican National, Mexican American, and Anglo children. In a learning activity based on typical middle class Anglo competition, the Anglo children out-performed the Mexican American children, who in turn out-performed the Mexican children.

Upon presenting the same learning activity, but basing it on cooperation rather than competition, the Mexican children out-performed the Mexican American children, and both groups out-performed the Anglo children.

The conclusion of these and other similar studies indicate that the amount children learn in a classroom is dependent on their race or ethnicity, the related cultural characteristics, their culturally related preferred learning styles and the style used by the school.

Obviously, if learning styles compatible with Anglo children are utilized exclusively, the instructional program is biased and incompatible for minority children.

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Dr. Manuel Ramirez and Dr. Alfredo Castaneda at Stanford University have developed an instructional approach based on a "Culturally Democratic Learning Environment" which allows children options in selecting learning activities compatible with their culturally dependent learning styles.

In distinguishing between these first two areas of incompatibility, the school is warned that it is responsible for differentiating between the "culture of poverty" and "cultural poverty". Responsiveness to the characteristics of poverty is a prerequisite to providing equal access to the full benefits of the educational program to minority-group children. It is incumbent upon the school district to remove the constraints which poverty places on the educational success of children and to compensate for deprivations that are correlated with poverty.

There is a fine distinction, however, between the effects of poverty and the effects of culture. While it is the school district's responsibility to eradicate the effect of poverty, it is not the school's prerogative to reverse the effects of culture. Mexican American and Black children are culturally different children who are deprived because they are poor; cultural difference becomes cultural deprivation only after culturally biased institutions succeed in damaging the fabric of culture through consistent attack.

Language

Language is an element of culture so significant in its role as an impediment to learning that it must be listed as a separate incompatibility.

It is apparent that an incompatibility exists when a Spanish-speaking child is placed in an English-language instructional program. The incompatibility is not so apparent when the language differences are attributed to dialect (as in some Black children) or socioeconomic background. The language utilized in most textbooks in

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the early grades is so incompatible with the language of minority and disadvantaged children that it frequently appears to the child to be a foreign language.

I make no value judgement as to the relative worth or adequacy of the various languages and dialects which can be utilized in our country. The important point, as in the two preceeding areas of incompatibility, is that a child cannot be taught successfully in a language system which he does not understand.

Past attempts to eliminate this incompatibility have been detrimental to the minority child. Psychologically, the trauma produced by the sudden immersion into an incomprehensible situation coupled with the identification of the native language as undesirable, detrimental and inadequate still remains with many of us.

Pedagogically, the cold turkey approach into the acquisition of a new language commonly requires that the beginning child master a new language, plus basic skills in that new language such as reading and arithmetic, and a variety of content materials -- all at the same time. The common failure of the child to achieve all three marks the beginning of the cummulative deficit phenomenon.

The introduction of English as a Second Language (ESL) programs may have improved the situation but in itself failed to solve the problem. The postponement of basic skill development and content acquisition until a new language system has been mastered led to the delay for periods of as long as one year with a resultant academic retardation and overagedness. ESL with an inevitable non-acceptance and subsequent elimination of the Spanish language gave the child a sense of language valuing which indicated to him the inferiority of his native tongue.

The only sensible solution to come about for the elimination of this incompatibility has been the development of bilingual education programs in recent years.

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Typically, bilingual programs consist of three basic elements presented simultaneously:

1. The continued cognitive development of the child, with accompanying development of basic skills and content acquisition in his dominant language;

2. The development of English as a second language, and

3. The further extension of his native language system.

Mobility

To a large extent, the instructional program for typical children is one designed for a geographically stable population. Such a program is incompatible for a highly mobile child. Though this characteristic was originally identified in the children of migrant agricultural laborers, it was soon apparent that urban minority children are no less mobile. The advent of urban development with accompanying urban renewal and government subsidized housing, coupled with common financial and social problems led to the mobility of minority and disdvantaged children.

The typical instructional program has build-in continuity and sequence which assumes that the child in the classroom today was here yesterday and will be here tomorrow is incompatible with the mobility characteristic. The program discontinuity problem must be faced with either a mobile curriculum or with a highly individualized instructional program.

Societal Perceptions

The last area of incompatibility presented here is between the instructional program and the way the minority child is perceived.

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Minority children tend to perceive themselves in negative terms. If the child does not have negative perceptions upon entering school, the alien environment with its continuous negative valuing of the child, his home, his language and culture will rapidly develop this negative self-concept.

Typical instructional programs are developed for dominant culture children who have positive, often very positive, concepts of self. The instructional materials and methodologies do not have the frequent, strong, and immediate positive feedback mechanism needed in order for the child to change his concept and perceive himself as a successful learner in a learning situation.

On the contrary, the erroneous assumption of the existence of prerequisite skills, the large increments of difficulty, and the inadequacies of the program tend to develop or strengthen a negative concept.

Yet, just as nothing succeeds like success, nothing is as educationally motivating to a child as experiencing success in a learning situation.

A similar situation exists in regard to the perceptions which the school has of the minority child. In general, the negative feelings which schools hold and express to minority children lead to the development of very low levels of expectancy for the performance of these children, and all children tend to perform in keeping with what is expected of them.

Just as Jacobson and Rosenthal were able to improve children's school performance and subsequently even intellectual abilities by giving teachers false information about the innate potential of children in their classic experiment, Pygmalion in the Classroom, so too can teachers downgrade the performance of minority children by low levels of expectancy based on equally false information.

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Summary

In general, the Cardenas-Cardenas Theory of Incompatibilities attributes the poor school performance of minority and disadvantaged children on the differences between the characteristics of the children and the characteristics of typical instructional programs developed for typical children.

No deliberate attempt is made to critize typical instructional programs when utilized with the children for whom the programs were developed. On the other hand, no criticism is made of the characteristics of minority children. The situation is analagous to a square peg and a round hole. The incompatibility between the two shapes do not allow them to get together.

Interrelatedness and Interdependence

Two additional principles are necessary for understanding the educational implications of the Theory of Incompatibilities. The first is the principle of interrelatedness and interdependence.

Up to this point, the various areas of incompatibility have been presented individually. It is dangerous to assume that each of these areas is an independent variable which can be studied, analyzed, and responded to, independent of the other four areas. The five areas are so interrelated that it is impossible as well as fruitless to consider one in the absence of the others.

For instance, it has been stated that mobility is an area of incompatibility which accounts for the poor academic performance of minority and disadvantaged children. Yet, we can cite many examples of other types of "mobile" children such as the children of military personnel, chain store executives, and certain civil service workers who experience a similar degree of mobility and still do not

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suffer from the effects of program discontinuity. In fact, many of these children, in spite of, or because of, their mobility, tend to out-perform children from geographically stable homes.

Therefore, mobility can be an asset or a liability. It is only when mobility is coupled with poverty, culture, language, or societal perceptions that it becomes a liability for the minority child. Perhaps it is the combination of some, or perhaps all, the other areas of incompatibility with mobility that produces the disastrous educational effects characteristic of mobile minority children.

Another example is the incompatibility of language which is frequently described as the cause of all of the educational problems of Mexican Americans. Yet, educators who have taught along the Mexican border where there is a large influx of new immigrants are well acquainted with a phenomenon characteristic to these children.

Though immigrant children who have previously attended school in the mother country may enter our schools without any knowledge of the English language, after a brief period of instability as they acquire English language skills, they will consistently out-perform native-born minority children.

Therefore, the incompatibility of language, even coupled with culture, is not the sole source of the problem. It is language, and culture, and poverty, and mobility, and perceptions in tandem which account for the poor performance of minority children.

This principle has two major implications for our purposes. First, the development of education programs which respond to one of the incompatibilities and ignores the others is doomed to failure. This principle accounts for the past failure of our school systems to develop successful programs for minority children.

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In most cases, billions of federal dollars have been poured into programs aimed at responding to some characteristicss of the minority child in the absence of the others and have failed to make a significant change in the performance of the children.

The second implication is that the development of an education plan which responds to the needs of minority children must be a comprehensive plan which takes into account all the areas of incompatibility rather than a piecemeal effort.

A bilingual program, a Black studies program, a poverty program developed in the absence of a comprehensive attack will not bring about improved performance of minority children.

Adaptability

A second principle which must be considered prior to the development of an educational plan is the principle of adaptability.

It was previously stated that an incompatibility exists between the characteristics of the minority child and the characteristics of the instructional program. One of two options exists. Either the child must be changed to fit the instructional program or the instructional program must be changed to fit the child.

Past attempts on the part of school systems to develop functionally responsive instructional programs indicate an eclectic philosophy. When the atypicalness was a characteristic falling within the area of the dominant cultural group, the school has modified its program to fit the child. Thus, we commonly see elevators for handicapped children, Braile materials for the blind, and elaborate schemes, materials and equipment to fill the needs of a limitless assortment of atypical children.

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But when the atypical characteristic has been attributed to race or ethnicity, the school has placed the burden of adaptability on the child. Thus, schools have acted in a racist manner in the application of this double standard for adaptability.

In addition to the inherent racism in the concept of having minority children adapt to a typical program such an approach can no longer be tolerated for the following reasons:

1. It has been a failure. There is no way to change a non-white into a white or to change a Mexican American boy or girl into a child of northern European descent. Mass efforts in welfare legislation have barely made a dent in the incidence and extent of poverty. Past legislation in various states prohibiting the use of any language other than English for instructional activities in schools did little to reduce, let alone eliminate, the speaking of Spanish among Mexican Americans.

2. The melting pot myth is rapidly being replaced by concepts of cultural pluralism. Before attempts to change the characteristics of the learner are implemented, it is necessary to raise the question: Is it desirable to do so?

3. Changing the individual in order to produce compatibility between the instructional program and the learner is futile unless the changed individual is also accepted into the larger society. Social, political, military, and economic discrimination against Black and Mexican Americans in this country will continue to constrain any ethnic disposition to change for the sole purpose of participating in the educational program.

4. The process of change is destructive when it calls on Blacks and Mexican Americans to reject themselves in order to assume a new identity.

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ELEMENTS OF SCHOOL ACTIVITY

A comprehensive education plan aimed at eliminating the incompatibilities between the school and the minority children cannot be effective if it addresses itself only to the physical assignment of students or to the implementing of a smattering of isolated programs. The entire institution must develop a sensitivity to the problem and all aspects of the school must be affected.

The institution of a course for the educational improvement of minority children is valueless if the teacher is not trained to teach the course. The assignment of children to mixed classes on the basis of racial equality is useless if the child encounters racist manifestations in the school policies, the curriculum, materials or on the football team.

Therefore, the education plan must consider a wide array of change, a comprehensive program "coupled with an intense and massive compensatory program for the students if it is to be successful" and involving the entire community, the board, the school staff, and the pupils.

It must incorporate the following elements of school activity:

A. EDUCATIONAL PHILOSOPHIES

Problems in the education of minority children would be eliminated almost overnight if educational institutions would develop and implement positive educational philsophies concerning minority education.

It would be hoped that educational institutions would develop such philosophies of their own accord, but in the absence of such initiative it is necessary that these philosophies be imposed by external agencies. Thus, a Court order may lay down the philosophies under which schools are to operate.

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Basic philosophies which must be adopted regardless of origin include the following:

1. Minority children can learn, regardless of any characteristic which they may exhibit due to economic, cultural, language, social, ethnic or racial background. There is nothing inherent in minority children which is an impediment to learning.

Past failures of minority children are the result of inadequate school programs and not the fault of the child and his background.

2. Cultural pluralism is a desirable condition in our society. It is the pluralistic elements in our society which made this country great. It is impossible to predict these cultural characteristics which will be conducive to the continued development, or perhaps survival, of our society. The coexistence of differing life-styles will allow alternatives which provide the natural variations needed for subsequent selection.

3. Facility to utilize more than one language is a desirable educational goal. The United States is probably the only country in the world where a person is considered educated in spite of an inability to speak a foreign language.

Though schools pay lip service to this philosophy, neither the teaching of foreign languages, nor the retention and expansion of non-English native languages has been accomplished by our schools. The cost of this shortcoming in terms of international relations, economic, social, diplomatic, political, and military effects has been disastrous.

4. The individualization of instruction is an essential element of all instructional programs for all children. The different characteristics of children lead to different needs, interests, effort, motivation, style, and programs.

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The lock-step concept of education with similar programs for all children has led to the waste of a good portion of our personal resources -- the minorities, the disadvantaged, the gifted, and the handicapped.

5. Children, all children, are a natural resource of our country. As humans they have an intrinsic worth; as resources they have a potential value.

Each child must be developed to the point that he becomes an integral positive part of our society. He will become a contributing member, and he will participate in the fruits of this beautiful land.

6. The end result of an educational program for minority children, and for all children, is freedom. Freedom is manifested through freedom of choice, and freedom of choice in turn requires feasible alternatives from which to choose.

It is incumbent upon the schools to develop in children the necessary skills which make feasible alternatives available to them. Vocational choices, lifestyles, economic levels, etc., should be dependent upon an individual's free choice, and not by the accident of birth, parent's economic conditions, geographic location, race, ethnicity, or any of the monolithic cultural constraints now found in social institutions and which lock out people through the absence of alternatives.

B. GOVERNANCES - POLICIES, RULES AND REGULATIONS

The racism inherent in our social institutions commonly manifests itself through racially biased policies, rules, and regulations. These governances are usually biased in favor of the dominant cultural group in that they reflect its values, traditions, and orientations.

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It is necessary for the school system to analyze its governances as they affect economic conditions, culture, language, mobility and perceptual characteristics of children.

C. SCOPE AND SEQUENCE

The scope and sequence of the instructional program must be flexible to the needs of individual children and the varying elements in the community.

A barrio-raised child may benefit greatly from early interventions by the school. The nutritional aspects of a free lunch at the age of three may require that such a program be made available to him. The educational level of an adult group may be such that considerable benefits may be derived from an adult education program.

D. CURRICULUM

The changes which the school must make in order to eliminate incompatibilities between child and school are most evident in the curriculum element.

Much of the discussion on the areas of incompatibility was in terms of curriculum. In general, it is necessary that the school identify, acquire, adopt, or develop instructional materials and methodologies which are compatible with the characteristics of minority children.

E. STAFFING

The implementation of an adequate curriculum requires that schools devote considerable attention to the area of staffing.

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Four concepts must be included in the education plan.

1. It is the responsibility of the school district to identify, recruit, and employ educational personnel, sufficiently cognizant of the characteristics of minority children to insure the adequate development and implementation of a responsive instructional program.

Not only must training and experience be taken into consideration, but at least a portion of this staff must be reflective of the characteristics of the minority child. Teachers who are members of minority groups have the highest propensity for understanding and responding to the characteristics of minority children.

It is the responsibility of the system to acquire minority staff at least in equal proportions to the numbers of minority children.

2. Staff Differentiation Patterns.

An educational institution may react negatively to the seemingly awesome implications of this education plan. The chances of a successful implementation are considerably diminished in the light of the staff expertise which will be required.

For example, a recommendation that all Mexican American children be placed in a bilingual education program may sound as an unreasonable, if not impossible, demand, especially so if Mexican American children are to be mixed with Anglo children at all elementary schools. The implications of such an order is that all children may need a bilingual teacher. To expect the school system to furnish a bilingual teacher in each elementary school position is inconceivable.

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Yet, much of the seriousness of this problem may be attributed to a tendency to think of staffing in terms of traditional staffing patterns. As long as staffing is perceived as the placement of a certified teacher in each classroom who spends her time interacting with all students at the same time, a problem persists. However, if a teacher is perceived as a director of learning activities who utilizes a wide array of personal and material resources for instructional purposes, the problem is greatly diminished.

Staff differentiation is the utilization of a variety of professional and para-professional personnel for instruction purposes. The type of personnel is very much determined by the skills required for a specific instructional activity.

It appears that though the entire array of skills needed for the implementation of an instructional program, including the diagnosis and prescription of instruction, is awesome and requires many years of training through a M.A. or Ph. D. program, when instructional activity is broken down into its component elements it is apparent that there are many specific activities that not only do not require an advanced college degree, but in fact can be successfully implemented by a moderately trained layman.

Capitalizing on this concept, it is to the advantage of the school district and a necessary part of this plan that a variety of personnel be acquired for the implementation of the program.

Specific types of school personnel which can be utilized by the school system in order to guarantee that each child has some adult with whom he can relate include assistant teachers, teacher aides, student interns, student teachers, paid lay persons, secondary school students and volunteer parents.

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For school systems faced with large staff needs and limited financial resources the last two types of personnel should be of special interest.

Youth-tutoring-youth programs which utilize high school students for instructional purposes have demonstrated many benefits over and beyond the low cost of the service. Minority high school students have shown more sensitivity to minority elementary school aged children than that held by regular teachers. The concept of sibling assistance is inherent and strong in most minority cultures. The provision of laboratory experience in homemaking, child care, psychology and social studies courses has done much to make these courses meaningful and beneficial to high school students. Analysis of the tutor-tutee relationship has repeatedly demonstrated that though the younger children (tutees) make gains, the tutor tends to make even larger and significant gains in the subject matter area in which he tutors. Unbelievable as it may sound, the best way to teach a high school non-reader to read is to have him teach a group of third graders a reading lesson.

Indirect benefits also accrue as a result of this involvement. In one experiment, a group of 240 minority high school potential dropouts, plagued by disciplinary problems, truancy, and under-achievement were enrolled in an elementary school classroom assistant program. In one year, 240 students made significant gains in the subject matter areas to which they were assigned, did not have a single serious disciplinary problem, truancy disappeared, and unbelievable as it may sound, not a single one dropped out of school while enrolled in the program.

Volunteer parents have likewise proved to be an unexpected gold mine in teaching minority children. When given limited training they can conduct simple instructional tasks with individual and small groups of children. Under my direction, such a program easily reached a goal of one volunteer parent per

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lassroom each day. Perhaps the teacher slogan of "A parent a day will keep the octor away" accounted for the initial interest of the teachers in the program. ithin a short time, teachers found this assistance indispensable in the offering f an individualized and relevant program to disadvantaged minority children.

A feasible objective in differentiated staffing is that each child have during he day an adult with whom he can communicate and relate in his preferred mode f communication.

3. The successful implementation of this plan will require a massive effort n the training and re-training of all levels of educational personnel.

Beginning with the basic assumption that traditional practices have not been uccessful and alternative programs must be developed and implemented. It is pparent that an in-service teacher training program must be implemented for he understanding and synthesis of the rationale of this education plan. Further raining would be needed for the identification of the characteristics of minority hildren, the development of alternative activities, and the acquisition of the ecessary skills for program implementation.

The development and implementation of a staff training program will require he identification and acqusition of personnel resources very different from the onventional higher education trainers of teachers, locked in their ivory towers, nd cranking out dysfunctional teachers completely unprepared to teach the atypical inority child.

4. Staffing also implies the development of a program that affords upward nd lateral mobility for minority personnel.

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The use of minority persons in para-professional positions may become detrimental when the child perceives that assistants and aides reflect minority characteristics, but professional personnel and authority figures always reflect an alien cultural group.

An adequate staffing program will also provide the necessary training and experience for minority teachers to move into counseling, supervisory and administrative positions. This upward mobility must extend upward into the highest level administrative position of the school system.

F. CO-CURRICULUM ACTIVITIES

The effective integration of minority children must extend beyond the confines of school integration and an integrated instructional program. The various co-curricular activities must provide an opportunity for the minority children to perceive themselves as equal participants in those activities.

Various impediments such as cost, policies, and procedures must be reviewed in order to afford minority children a full opportunity for effective participation in all aspects of school activities.

G. STUDENT PERSONNEL SERVICES

The various services provided to students such as advisory, counseling, guidance and health, usually contain the same incompatibilities commonly found in the classroom. The use of invalid and biased tests have been extremely detrimental to minority children.

This aspect of the school program must be drastically revised in order to afford equality of educational opportunity.

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H. NON-INSTRUCTIONAL NEEDS

Not all of the needs of minority children can be met in the classroom. The effects of hunger, malnutrition, inadequate housing, and poor dental and medical attention have a direct and strong influence on educational outcomes.

A failure to provide adequately for the non-instructional needs of children can be a contributing factor to lack of school success.

I. COMMUNITY INVOLVEMENT

Schools have generally failed to effectively invoive some segment of the community in the planning, implementing, and evaluating of school programs.

Sometimes this failure can be attributed to pre-conceived notions that the school, and the larger society, has of the minorities. An erroneous myth still persists that minority cultures do not have an interest in their children. Anthropological studies support the rejection of this myth. The fact that minority communities have different customs not understood by the schools, the failure of the schools to communicate effectively with parents and the negative relationship which exist between the two fail to provide the necessary bridge for the chasm that exists between the school and the home.

Parents continually complain that they are degraded and insulted in school interactions. The communicating with parents only when a negative situation develops such as a disciplinary problem, makes parents shy away from any relationship. The failure of schools to provide personnel cognizant with minority lifestyles and fluent in the language of the home creates a barrier to an effective relationship.

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J. EVALUATION

The evaluation designs, materials, and techniques commonly used by the school are frequently most inappropriate for utilization with minority populations.

Not only are the tools inadequate, but conclusions based on cultural and language biases can be extremely erroneous and detrimental to the pupil.

Incompatibilities existing between the element and the characteristics of minority children must be eliminated.

THE DEVELOPMENTAL MATRIX

The consideration of the five areas of incompatibility (poverty, culture, language, mobility, and societal perceptions) juxtaposed with the ten elements of an education plan produces a developmental matrix which gives 50 cells. Each of these cells is the intersection of an area of incompatibility with a school element. For example, the incompatibility of language relates to educational philosophies, school policies, scope and sequence, curriculum, staffing, co-curricular activities, student services, non-instructional needs, community involvement, and evaluation.

In a similar manner each of the elements of school activity intersects with each area of incompatibility. For example, the curriculum must be compatible with the minority characteristics of poverty, culture, language, mobility and societal perceptions. The same is true for each element in the list.

The following table is the developmental matrix produced by the interrelationship of incompatibilities and element. This matrix serves as the basis of an instructional program which will improve the performance of minority children, protect the rights of minority children, provide equality of educational opportunity, and fulfills the request of this Court.

DEVELOPMENTAL MATRIX

	PHILOSOPHIES	POLICIES	SCOPE & SEQUENCE	CURRICULUM	STAFFING	CO. CURRICULUM	STUDENT SERVICES	NON-INSTRUCTIONAL NEEDS	COMMUNITY INVOLMENT	EVALUATION
POVERTY	1	6	11	16	21	26	31	36	41	46
CULTURE	2	7	12	17	22	27	32	37	42	47
LANGUAGE	3	8	13	18	23	28	33	38	43	48
MOBILITY	4	9	14	19	24	29	34	39	44	49
SOCIETAL PERCEPTIONS	5	10	15	20	25	30	35	40	45	50

FIFTY ELEMENTS OF THE EDUCATION PLAN

The implementation of the education plan is the development of an instructional program which eliminates the incompatibility between each of the ten elements of school activity and each of the areas of incompatibility. The following list of 50 elements (60 if societal perceptions are subdivided into child-child and school-child perceptions) together constitute a comprehensive Court order for the provision of equality of opportunity.

An attempt has been made to limit the number of specific examples of incompatibilities existing in the 50 areas listed below. The implementation of the Court order will require the analysis of existing attitudes, policies, and procedures for the existence of inadequacies in the school program. This task must be undertaken by the joint and cooperative efforts of all segments of the community. School administrators, supervisors, counselors, teachers, and other personnel must perform an extensive analysis of their activities.

Pupils and parents must provide much information about themselves and their performance which can give sensitized personnel the necessary insights into existing inadequacies.

Self-inspection and self-analysis are formidably threatening situations which will require much tolerance and effort. It has been my experience that many people cannot stand the stress of self-scrutiny, let alone being scrutinized by others.

The elimination of any segment of the school community in the implementation of this plan would be disastrous.

The identification of school inadequacies should be followed by the development of alternative activities in each of the 50 areas. This task is no less difficult than the identification of inadequacies. The Denver Public Schools will probably find that in spite of expertise currently available to them it will be necessary to acquire resources from throughout the state and throughout the nation in order to develop alternative programs.

For example, the expertise needed for the development of a bilingual program includes all of the expertise needed for the development of a monolingual program, plus expertise in languages, linguistics, and related fields.

1. Philosophy-Poverty:

   Disadvantaged children can be educated

   Disadvantaged children should be educated

   Education is a means for breaking the cycle of poverty

   Education of the disadvantaged is a sound financial investment

2. Philosophy-Culture:

   The acceptability of cultural pluralism

   The need for cultural pluralism

   Desirable elements in minority culture

3. Philosophy-Language:

   The valuing of languages

   The need for language competency

   The use of other languages for instruction

4. Philosophy-Mobility:

   The need for reducing program discontinuity

   Individualization of instruction

5. Philosophy-Perceptual:

   The worth of all individuals

   The provision of self-acceptance opportunities

   The acceptance of minority children as equal participants

6. Policies-Poverty:

   The reduction of educational cost to the client

   Provision of adequate resources

7. Policies-Culture:

   Reduction of value conflict

   New policies consistent with the values, traditions and life styles of minority children

8. Policies-Language:

   Encouragement of native language development

   Perpetuation of native language and dialect skills

9. Policies-Mobility:

   Alternative organizational schemes

   Elimination of dysfunctional policies.

10. Policies-Perceptual:

    Elimination of degrading policies

    Elimination of self-rejection

11. Scope & Sequence-Poverty:

    Expansion of school programs

    Early intervention

    Development of prerequisite skills

    Provision of alternative experiences

Adult Education

Consumer education

Distributive education

12. Scope & Sequence-Culture:

Transitional period between home and school

Culturally expanding activities

Intercultural studies

13. Scope & Sequence-Language:

Bilingual education programs

Bi-dialectic studies

14. Scope & Sequence-Mobility:

Individualized instruction

Self-paced courses

Alternative organizational patterns

15. Scope & Sequence-Perceptual:

Prerequisite learnings

Small increments of difficulty

Feedback opportunities

Strong, positive reinforcement

16. Curriculum-Poverty:

Relevant materials

Alternative motivation strategies

Compatible methodologies

17. Curriculum-Culture:

Compatible materials and methodologies

The representation of minority lifestyles in instructional materials

Multi-cultural studies

Contribution of minority cultures

18. Curriculum-Language:

The utilization of the native language

The promotion of Spanish as a second language for all students

19. Curriculum-Mobility:

Individual diagnostic and prescriptive materials

Self-paced materials

Programmed instruction

20. Curriculum-Perceptual:

Elimination of negative stereotypes

Presentation of the child and his culture in a positive light

The utilization of the child's cultural heritage

The positive valuing of the Spanish language

21. Staffing-Poverty:

Utilization of poverty personnel

Staff differentiation patterns

22. Staffing-Culture:

Recruitment, identification, and employment of minority staff at all levels

Development of staff training in minority culture

23. Staffing-Language:

Access to bilingual and bi-dialectic personnel for all children

Development of bilingual personnel

Training in bilingual education

24. Staffing-Mobility:

Alternative staffing patterns

Team teaching

25. Staffing-Perceptual:

The development of positive staff attitudes toward minority and disadvantaged children

26. Co-curriculum-Poverty:

Reduction of cost to the disadvantaged for participation in co-curricular activities

Flexible schedule which allows working children to participate

27. Co-curriculum-Culture:

Inclusion of minority oriented activities

Consideration of minority cultural values

28. Co-curriculum-language:

Utilization of minority's language

29. Co-curriculum-Mobility:

Elimination of mobility constraints

Flexible activity "seasons"

30. Co-curriculum-Perceptual:

    Active participation by minority children

    The development of positive self-concept through participation

31. Student Services-Poverty:

    Expansion of school services to disadvantaged students

    Extended career information

    Realistic and compatible counseling programs

    Job assistance, employment services

32. Student Services-Culture:

    Culturally relative student services

    Elimination of culturally biased testing

33. Student Services-Language:

    Bilingual assessment of student capabilities

    Minority Counseling personnel

34. Student Services-Mobility:

    Alternatives for providing services

    Flexible scheduling

35. Student Services-Perceptual:

    Relevant counseling program

    Group and individual counseling sessions

    Reinforcement of positive self-concept

36. Non-instructional Needs-Poverty:

    Need for expanded school services

    The effect of hunger, health, malnutrition and inadequate housing on learning

37. Non-instructional Needs-Culture:

The provision of services in a manner compatible with minority life styles

The use of minority personnel

38. Non-instructional Needs-Language:

Minority language speaking personnel, such as doctors, nurses, social workers

The use of Spanish-speaking professional and para-professional personnel

39. Non-instructional Needs-Mobility:

The reduction of program discontinuity in school services

The rapid and efficient transfer of health and other information

40. Non-Instructional Needs-Perceptual:

Maintaining of a positive concept in providing services

Presentation of services as an investment in the child; not as a charitable undertaking

41. Community Involvement-Poverty:

Reduction of cost in participation in school activities

Representation of the disadvantaged in planning, implementation and evaluation of school program

Alternative to PTA-type activities

42. Community Involvement-Culture:

Representation of minorities in planning, implementing and evaluation of school program

Understanding and interpreting the role of the minority home

Development of parity relationships between school and community

43. Community Involvement-Language:

    Bilingual meetings

    Bilingual school-home communication

    Bilingual home liaison staff

44. Community Involvement-Mobility:

    Alternative and flexible patterns for participation

45. Community Involvement-Perceptual:

    Rewarding experiences in participation

    Elimination of the degrading of home in interactions

    Development of the concept that the community can make a positive contribution to education

    Elimination of negative stereotypes in school-home relationships

46. Evaluation-Poverty:

    Inclusion of disadvantaged in evaluation activities

    Accountability for the education of disadvantaged children

47. Evaluation-Culture:

    Development of culturally compatible evaluation materials and techniques

48. Evaluation-Language:

    Bilingual competency for evaluation personnel

    Bilingual feedback information to Spanish-speaking parents

49. Evaluation-Mobility:

    Flexible alternative evaluation techniques

50. Evaluation-Perceptual:

The assumption of responsibility of the school for its failure rather than placing the blame on disadvantaged and minority populations

A change to the identification and feedback on minority success rather than accentuating failure

As stated previously, the number of examples cited for developmental activities in each cell of the developmental matrix has been purposely curtailed. A few examples have been provided for each of the 50 cells in order to illustrate the types of activities which must be identified and developed.

The actual identification and development must be conducted by a variety of personnel. It is recommended that the Denver Public Schools utilize all resources available for this process.

Specific examples of these types of resources which must be utilized include:

1. All Denver Public Schools personnel

2. Community organizations

3. Church groups

4. Professional organizations such as the Congress of Hispano Educators, Black teacher organizations, the Denver Classroom Teachers Association, and the National Education Task Force de la Raza

5. The State Education Agency

6. Institutions of Higher Education

7. Minority individual and group consultants

8. Related state and federal programs

9. Denver Public Schools pupils

10. Pupil organizations such as student councils and other groups

11. Parents and parental organizations

12. Alternative schools such as the Denver Chicano Crusade for Justice School, Escuela Tlatelolco

MONITORING AND REPORTING

It is essential that the ordering of an education plan be accompanied by a monitoring and reporting procedure accompanying the implementation of the plan.

One of the present reasons for the inadequacies in our present system of schools is that it constitutes a closed system. The schools determine their own objectives, the schools plan and implement their own activities, and the schools conduct their own evaluation.

Seldom does an external agency participate in such a way that planning and evaluating are out of the hands of the system itself. This accounts for the lack of accountability so characteristic in our schools. The millions of failures experienced in the education of the minorities and disadvantaged are shrugged off with some erroneous and mythical rationalization such as, "they don't value education" or "their parents don't speak the right language".

It is recommended that the following concepts be made a part of the monitoring plan.

1. A monitoring procedure be implemented which regularly and systematically ascertains the status of the program and reports this to the Court.

2. That lay personnel be a part of the monitoring procedure.

3. That minority persons who are most concerned with the education of their children play a vital role in this process.

4. That external professional expertise be made available by school systems for the design and implementation of evaluation activities. The choice of this expertise must rest with the community.

5. All school activities must be subject to evaluation. Evaluation activities should include objective and subjective criteria.

6. The school district must make available all reasonable resources for the effective implementation of evaluation activities.

7. Failure to allocate adequate resources for the implementation of the Court ordered plan will result in contempt proceedings against responsible personnel.

FINANCING THE PLAN

It is evident that the implementation of such a comprehensive program can be costly to the Denver schools. At first glance the cost may even seem prohibitive. However, it is not necessarily so.

1. The Denver Public Schools is not located in a depressed area. The community has taken pride in its schools, and adequate amounts of money have been made available for the support of its traditional programs.

2. It costs no more to do something right than it costs to do it wrong. On the contrary, judged by the past performance of the schools in the education of minority children, the cost/benefit ratio has been exceedingly small. The improvement of educational outcomes in proportion to investment can make the implementation of this program a tremendous financial savings to the Denver community. It is not a question of affording an adequate program; it is a question of not being able to afford an inadequate one.

3. Many of the changes recommended in this plan do not require a substantial financial investment. Others may require financial support in a transitional stage, but will not require an extended subsidy.

4. Federal and state funds are available for the support of most of these activities. The dropping of traditional compensatory education programs which have not worked in favor of a drastically different concept can be accomplished with funds currently available to the Denver Schools. Titles I, VII, VIII, Migrant and other provisions of the Elementary and Secondary School Act can and should support the implementation of this plan. PL874, ESAA, Early Childhood and other sources of funds can be utilized for this purpose.

IMPLEMENTATION PROCEDURE

Recommendations made for providing alternatives to existing instructional programs in order to make education compatible with the characteristics of all children will be difficult to implement unless activities are divided into more manageable portions.

Therefore, it is further recommended that an organizational structure be established for implementation purposes.

Equal Educational Opportunity (EEO) Committees

A logical division of the task is the establishment of a series of Equal Educational Opportunity (EEO) Committees, each charged with the responsibility of identifying incompatibilities, developing alternatives, and monitoring activities in each of the ten areas in the Education Plan.

The ten EEO Committees would be the following:

Philosophies

Policies

Scope & Sequence

Curriculum

Staffing

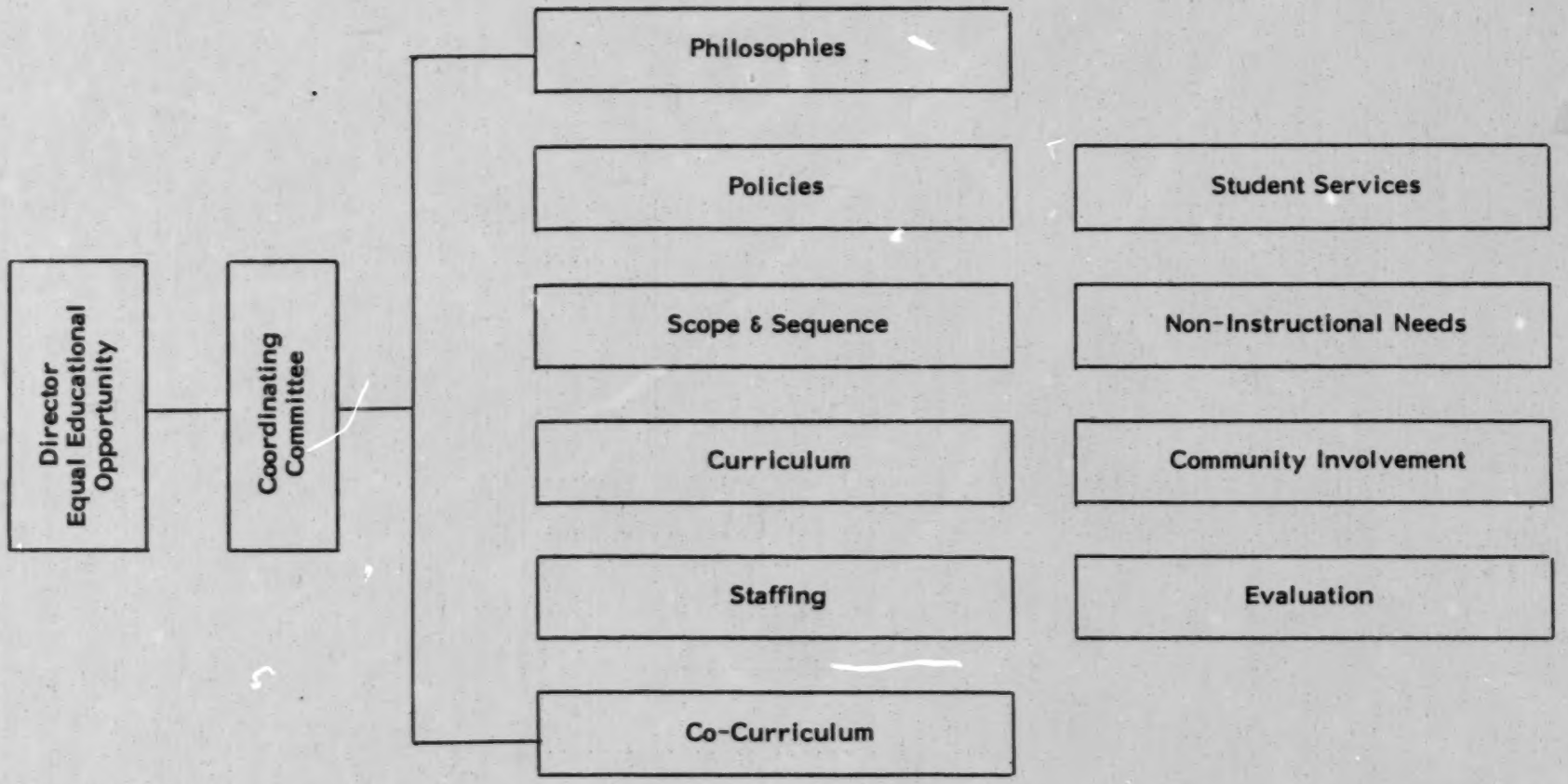
Co-Curriculum

Student Services

Non-Instructional Needs

Community Involvement

Evaluation


Director
Equal Educational
Opportunity
Coordinating
Committee
Philosophies
Policies
Scope & Sequence
Curriculum
Staffing
Co-Curriculum
Student Services
Non-Instructional Needs
Community Involvement
Evaluation

The work of all EEO Committees will be coordinated by an EEO Coordinating Committee. This group will be responsible for giving each of the ten committees direction and assistance, and will be responsible for the overlap between the various areas of activity. The most important role of the coordinating committee is to prevent the fragmentation of the entire program, and ascertain that the program is comprehensive and coordinated.

A full time Denver Public Schools employee will serve as Director of Equal Educational Opportunity program.

Membership

Each of the ten EEO Committees will include representation from all segments of the Denver community. The following representation must be included:

1. Board member
2. Central Office staff
3. School Administrative staff
4. Teaching personnel
5. Students
6. Parents
7. Community organization
8. Outside expertise

The vast majority of persons serving on the committees will be from the Mexican American and Black minority groups. At least two parents from each minority group should be included in order to reduce the apprehensiveness so common when lay people serve with professional staff.

The coordinating committee should include similar representation. The Director of the EEO program must be a minority person, experienced in the education of minority children, and having the leadership capability for directing the program.

Committee Tasks

Each of the committees will perform the following tasks:

1. Analysis of the existing program. The committee will look at its respective area and ascertain the specific ways in which school activities are detrimental to the education of minority children. The committee may wish to develop checklists, interview students and parents, and visit school plants as the need arises.

2. Identification of problems. The committee should develop a list of problem areas, including dysfunctional policies, practices, and techniques.

3. Development of alternatives. The committee will develop alternative strategies for improving the education of minority children. Recommendations may vary from simple policy changes to massive curriculum revision.

4. Estimate of resources. An estimate will be made of the personal, financial, and material support necessary for the implementation of alternatives.

5. Source of funds. The committees will assist in the identification of new funds or the reallocation of existing resources in order to facilitate and accelerate the implementation of recommended changes.

6. Time lines. Recommendations for change will be accompanied by an implementation schedule which will provide tentative beginning and ending dates as well as tentative dates for major milestones in the implementation.

7. Evaluation criteria. Each recommended change will be accompanied by specific evaluation criteria which will allow program monitors to ascertain the degree of success experienced in the implementation of the alternatives.

Program Schedule

The EEO Coordinating Committee will develop a schedule for the implementation of the Education Plan. The schedule will include the following major events:

1. Beginning dates
2. Organization and staffing
    a. Appointment of the EEO Committees
    b. Selection of the program director
    c. Assignment of tasks
    d. Selection of chairmen, recorders, etc.
3. Planning
    a. Interpretation of tasks
    b. Acquisition of background information
    c. Identification of resources
4. Program analysis
5. Development of alternatives
6. Reporting to coordinating committee
7. Presentation to school board
8. Dissemination and implementation

August, 1973

Biographical Data

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A. Education

1966 Ed. D., The University of Texas, Austin, Texas

1955 M. Ed., Our Lady of the Lake College, San Antonio, Texas

1950 B. A., The University of Texas, Austin, Texas

1946 Graduated from Martin High School, Laredo, Texas

B. Present Position

Executive Director - Texans for Educational Excellence
214 Dwyer, Suite 309, San Antonio, Texas 78204: June 1, 1973 to present

C. Previous Experience

June 1, 1969 to May 31, 1973 - Superintendent, Edgewood Independent School District, 5358 West Commerce, San Antonio, Texas 78237

June 1, 1967 to May 31, 1969 - Southwest Educational Development Laboratory, Director, Educational Development Center; Director, Texas Migrant Educational Development Center, Austin, Texas

September 1, 1961 to May 31, 1967 - Associate Professor and Chairman, Department of Education, St. Mary's University, San Antonio, Texas

1953 to June, 1961 - Elementary school teacher, secondary school science teacher, elementary school principal, assistant high school principal, district all-level science supervisor, Edgewood Independent School District, San Antonio, Texas

June 13, 1951 to June 13, 1953 - U. S. Army

September, 1950
to June, 1951 - Junior high school teacher, Laredo Schools, Laredo, Texas

D. Publications

1. "Program Development for Adult Migrant Education." Griffith, Williams S., and Ann P. Hayes, Adult Basic Education: The State of the Art. Department of Education, The University of Chicago, March, 1970.

2. "Seven Cities of Gold." Delta Epsilon Sigma, Bulletin, October, 1970.

3. "Chicano Movement in Action." Chicano Times, July, 1971.

4. "The Chasm of Conflicting Concerns." Published by Southwestern Bell Telephone Company, November, 1970.

5. "The Utilization of Teacher aides." Texas Outlook, June, 1967.

6. Role Expectation for Instructional Supervisors. Doctoral dissertation, 1966.

7. "The Theory of Incompatibilities." Colloquy, June, 1972.

8. "Use of Tests: Educational Administration." Violations of Human and Civil Rights: Tests and Use of Tests, National Education Association, 1972.

9. "Chicano - Bright-eyed, Bilingual, Brown, and Beautiful." Today's Education, February, 1973.

(As Director of the Mexican American Education Program, Educational Development Centers, and Texas Migrant Educational Development Center of the Southwest Educational Development Laboratory, supervised, contributed to, and edited the following publications:)

1. Evaluation of Migrant Education in Texas. 1968

2. Migrant Travel and Work Patterns. 1968

3. Disadvantaged Mexican American Children and Early Childhood Experiences. 1969

4. Guidance Needs of Mexican American Youth. 1968

5. Migrant Secondary Education in Texas. 1969

6. Six-Month Migrant Study. 1968

7. Handbook, Auxiliary Services Program for Migrants.

8. Handbook, Parent-School-Community Involvement.

9. Handbook, Teacher Aide Utilization.

E. Consultant Activity

1. Hearst Foundation--1969 to present

2. National Urban Coalition--1971 to present

3. Department of Health, Education and Welfare

   a. Office of Spanish-Speaking Affairs, 1969 to present

   b. Office of the Secretary, 1969, 1970

   c. Office of Civil Rights, 1971 to present

4. U. S. Office of Education

   a. Implementation of EPDA projects in Puerto Rico, 1970, 1971

   b. Urban/Rural LTI, 1971 to present

   c. Career Opportunties Program LTI, 1969 to present

   d. National Panel on High School and Adolescence

   e. Study Commission on Undergraduate Education and the Education of Teachers

5. Other Consultant Work

   a. Institute of Educational Assessment of Bilingual Program, 1969

   b. Institute for Educational Assessment of Dropout Program, 1969

   c. ES '70 Program, 1969, 1970

   d. Higher Education Facilities Act, Special Opportunities Program, 1970

   e. Programs for the Disadvantaged, 1968, 1969

   f. 1970 White House Conference on Children and Youth, Planning Committee

   g. National Conference on Migrant Education, 1968, 1969

   h. National Adult Education Conference, 1968, 1969

   i. Department of Housing and Urban Development, El Paso, Texas, 1968

   j. OEO, Office of Child Development, 1970 to present

   k. VOLT, 1969 to present

   l. Educational Systems Corporation, 1969 to present

m. Project Teacher Excellence, Our Lady of the Lake College, San Antonio, Texas, 1967 to present

n. Southwest Educational Development Laboratory, 1971 to present

o. Los Angeles Public Schools, 1972

p. Berkeley Public Schools, 1972

q. Mercedes Public Schools, 1972

r. Rio Grande City Public Schools, 1972

s. Rockefeller Foundation

t. Staff Training, Laredo Public Schools, 1973

F. Organizational Memberships

1. Advisory Board, Hearst Task Force Bilingual Project

2. National Education Task Force de la Raza

   a. Executive Committee

   b. Regional Director

3. San Antonio Urban Coalition, Education Committee Chairman

4. Madonna Neighborhood Center, San Antonio, Texas, Board of Directors

5. Texas Education Agency Commissioner's Advisory Committee on Bilingual Education, 1968 to present

6. Southwest Council for Bilingual Education, Board of Directors, 1968 to 1970

7. Texans for the Educational Advancement of Mexican Americans, Board of Directors, 1969 to present

8. National Urban Coalition, Co-Chairman, Task Force on Education

9. Texans for Educational Excellence, Chairman

10. National Advisory Board, Bilingual Children's Television

11. Advisory Board for Minority Affairs, Educational Testing Service, Princeton, New Jersey, 1972 to present

G. Major Speaking Engagements

1. Delta Epsilon Sigma Honor Society, National Convention, March 21, 1970
2. Texas United Community Services, State Conference, 1970
3. Corazon de la Raza Conference, Newport Beach, Florida
4. National Conference on Special Needs of Puerto Rican Youth, New York, May 14, 1968
5. Texas State Conference on Adult Migrant Education, Austin, Texas, February 29, 1968
6. Commencement Address, Pan American University, 1972
7. Commencement Address, Martin High School, Laredo, Texas, 1969
8. Commencement Address, Crystal City High School, 1972
9. Address, Utah Education Association, September, 1972
10. Keynote Address, Community Leadership Conference, El Paso, November, 1972
11. Keynote Address, Arizona Mexican American Educators, Phoenix, 1973

H. Special Honors

1. Dedication, Dr. Jose A. Cardenas School, Edgewood Independent School District, San Antonio, Texas, 1972
2. Special National Award Recipient, National Education Association, Human Rights Award, 1972
3. Achievement Award, Sociedad de la Union, San Antonio, Texas, 1970
4. Special Award, Bilingual Education, Crystal City Public Schools, 1972
5. Distinguished Service Award, Mexican American Community, San Antonio, February, 1971

I. Special Activities

1. Advisory to the Plaintiffs and Attorneys in the Rodriguez case
2. Presented testimony in the Rodriguez case
3. Participant in the development of the appellate brief to the Supreme Court, Rodriguez vs. San Antonio ISD
4. Conference Director, School Finance Reform: Alternatives for the State of Texas, December, 1972

ADDENDUM TO THE INTERVENOR'S EDUCATION PLAN FOR THE DENVER PUBLIC SCHOOLS

prepared by

Congress of Hispanic Educators

in consultation with

Dr. Jose A. Cardenas

February 5, 1974

RC 008089

ADDENDUM TO THE INTERVENOR'S EDUCATION PLAN FOR THE DENVER PUBLIC SCHOOLS

The following is an addendum to the education plan prepared by Dr. Jose A. Cardenas and submitted to this Court on January 23, 1974. The purpose of this addendum is to make specific recommendations regarding the elements of school activities which require attention as outlined in the Cardenas Plan (pp. 21-31).

I. PHILOSOPHY

The Board of Education for School District No. 1 shall adopt and publicize a general, written statement of its philosophy towards education which will incorporate the following principles:

1.) That minority children can and should be receiving a quality education;

2.) That the education of minority children is a sound financial investment in that it provides the means by which the cycle of poverty and its accompanying afflictions can be overcome;

3.) That schools are the most important vehicle for the attainment of a desirable and necessary state of cultural pluralism and for the elimination of cultural stereotypes;

4.) That schools must look to the Chicano and Black communities in determining the desirable elements of their respective cultural backgrounds which are to be incorporated into the instructional programs;

5.) That minority students have demonstrated incompatibilities with the present instructional programs and therefore it is the instructional programs that must change;

6.) That because in many instances present faculties are ill equipped for the minority student whom they will be teaching, the district will have the moral responsibility to ensure that the minority child is not received in an alien environment;

7.) That the school district place a high value on the need for students to achieve competency in languages other than English and to appreciate the utility of such competence;

8.) That the individualization of instruction is a desirable goal;

9.) That all children have worth; and

10.) That the concept of self-acceptance as a person of worth be fostered and developed in minority children.

This statement of its philosophy shall be adopted by the Board of Education and communicated to the public as its pledge to the concept of equal educational opportunity for all children. This public statement shall be issued by the Board within 30 days after the Court's order.

II. POLICY

School District No. 1 shall enact rules and regulations which are consistent with the statement of philosophy issued by the

Board of Education. These rules and regulations shall be incorporated into an official, administrative handbook and distributed to all employees of School District No. 1 from administrators to clerical staff.

School District No. 1 shall allow community participation through the appropriate committee to review present policies and adopt new policies which are consistent with the philosophy stated in I above. A prime concern is the policy regarding absenteeism, suspensions and expulsions. For example, students who are parents are not excused from school when their children are ill while teachers who are parents are excused for the same reasons. This committee shall be tri-ethnic and composed of members from all socio-economic levels and its structure shall be consistent with the policies regarding committee structure outlined in the section on Implementation Procedure (Cardenas Plan).

III. SCOPE AND SEQUENCE

Poverty Aspects

School District No. 1 shall recognize that the scope and sequence of the prescribed curriculum must be so designed to allow each child entry into, and flexibility within, the instructional program. The scope and sequence of education and educational activities must commence and continue as follows:

a. early childhood education (beginning at age 3);
b. K-6 or non-graded 5-12 years;
c. junior high;
d. senior high; and
e. adult education.

1. Bilingual and bicultural programs must be implemented at all levels.

2. It is imperative that there be an extensive nutritional program for all students at all levels. This shall include breakfast and lunch.

3. There must be a health, education program which includes instruction in the nutritional values of foods that are basic to ethnic groups.

4. There must be an adequate and extensive health program provided for students at all levels.

5. There must be an adequate and extensive use of health aides.

6. There must be health and sex education programs available for those students and adults who desire them.

7. Provisions must be made for adequate clothing for students at all levels. This is essential to ensure good student attendance.

8. Early childhood programs must be located within the community and must be within walking distance.

9. The school must provide specific programs that would involve parents.

10. A wide scope of learning experiences must be made available to students at all levels to develop:

a. self awareness;
b. language development;
c. basic concepts;
d. general academic skills;
e. personal integration;
f. social adjustment and awareness; and
g. career development.

Cultural Aspects

1. The classroom environment at all levels must reflect the culture of the student and provide the student with relevant experiences to his or her background.

2. The school must recognize students' culture by valuing the artifacts, food, dress, mores, history, music, and other cultural contributions of minority students.

3. The student should be exposed to various ethnic role models from, but not limited to, scientific, technological, political, and business fields.

Language Aspects

1. Bilingual and bicultural programs must be implemented in all schools beginning with early childhood programs through adult education programs.

2. The school must demonstrate its commitment to the bilingual concept by ensuring that all official notices and communications are in Spanish as well as in English.

3. A strong language development program must be provided at all levels as a vehicle to attain success in reading and all other curricular areas.

Mobility Aspects

1. Informal assessment at all levels of student's educational experiences must occur before placement in order to ensure that instructional experiences are in keeping with the student's level of development.

2. At all levels, individualized instruction must be the option of the student.

3. Specialized programs must be available to students when they transfer from school to school within the district.

4. The schools must provide drop-in centers, mini-metros and work study programs at the secondary level.

Perceptual Aspects

1. A strong, positive reinforcement must be inherent in the educational process for the positive development of the student's self-concept.

2. The school must expand the types of programs presently provided in order to foster positive, self-concept development.

3. The provision of special programs to unique children such as the non-English speaking, the mentally handicapped and those with learning disabilities shall not accentuate the existence of the handicap in peer and school relationships.

IV. CURRICULUM

To endorse cultural pluralism is to understand and appreciate the differences that exist among citizens. If cultural pluralism is to become a reality, it is essential that our educational system encourage and facilitate its attainment. Programs in bilingual and bicultural education, and ultimately multicultural education, positively and effectively foster ethnicity in education which develops a wholesome respect for the intrinsic worth of every individual. The U.S. Office of Education has defined bilingual education as follows:

Bilingual education is the use of two languages, one of

which is English, as mediums of instruction for the same pupil population in a well organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.

Once implemented, these programs will eliminate the need for "Black History Week" and "Chicano Month". Additionally, they will offer an instructional program which reflects and reinforces ethnic and racial characteristics and which broadens the experiences now available to minority students:

a. Walk in the community.
b. Visits to legislative sessions.
c. Observing city council and other municipal agency deliberations.
d. Visits to Federal Complex and other federal departments.
e. Learning to swim.
f. Visits to museums, libraries, department stores, tortilla factory, and other minority run enterprises.

School District No. 1 must recognize students' culture by valuing the artifacts, food, dress, mores, history, music, and other cultural contributions. Cultural recognition may be attained by engaging:

a. Ballet de Aztlan.
b. Teatro del Campo.
c. Teatro de La Raza.
d. Community and church talent groups.
e. Books, magazines, calendars, records, and movies depicting minority culture.

Procedures which encourage parent, student, and community feedback relative to the success of these programs must be implemented.

School District No. 1 must recognize the following needs:

1. That the culture, heritage, and language of minorities are worthy of study and recognition by the educational system, its students, and its personnel;

2. That the development of pride, coupled with resilience, will motivate minority youngsters toward higher academic goals and aspirations;

3. That learning another language at a very early age is instrumental for developing a student's appreciation of all languages;

4. That it is essential for students to participate in a strong oral English language program before beginning other English language skills.

5. That it is essential for students initially to receive instruction in the dominant language.

6. That it is essential for the schools to evidence concretely the recognition of other cultures, especially those of the Southwest and Mexico.

7. That it is essential for the schools to make available materials which accurately and objectively reflect the culture, history, and language of minorites.

Statistics demonstrate a low achievement and high drop out rate by Chicano and Black children. One program alone will not correct these deficiencies. Bilingual and multicultural education is a program that will reverse underachievement and drop out trends and will have beneficial effects on all other disciplines.

No one bilingual and multicultural program will satisfy the needs of all school districts or of all minority pupils. Each

child feels differently about his or her ethnicity depending upon his or her experiences. Teachers must be particularly sensitive to these differences and must adjust their instructional techniques accordingly. Unlike some other ethnic groups, the Spanish-surnamed are not always identifiable and a "Spanish-surname does not a Chicano make." Many Spanish-surnamed persons have become completely assimilated, some are comfortably bicultural, some are experiencing societal rejection, and some are promoting separatism. Blacks are experiencing similar problems in assimiliation. Any bilingual and bicultural program must be designed to accomodate all of these students.

There are numerous Black strengths and resources within School District No. 1. Some Chicano strengths and resources presently within the district which can contribute to the implementation of a program tailored to the specific needs of children of all cultures are the following:

a. The growing number of monolingual Spanish speakers making Denver their home - this resource should and could be tapped in a bilingual/bicultural program.

b. The 4,000 possible bilingual children in the schools (varying degrees).

c. The many bilingual teachers in the schools, both of the Spanish-surnamed community and those outside this ethnic group.

d. The program at Del Pueblo Elementary funded under ESEA Title VII which has produced innovative materials and explored two models for possible use in other Denver Public Schools.

e. The efforts of the social studies, language arts, and foreign language departments as well as the offerings of the cultural arts center which can enhance cultural pluralism in general and biculturalism specifically.

f. The special emphasis placed on English language skills through the department of language arts, the foreign language department and the Diagnostic Center.

g. The many Spanish speakers in the Denver community who could provide volunteer services and enrich classroom experiences.

In light of the above, Denver Public School District No. 1 shall implement a thorough and effective bilingual and bicultural program and must attempt to effectively utilize bilingual personnel, certified and non-certified. The School system shall also effectively engage parents from the minority community to assist in the successful implementation of programs designed for minority students. Denver Public School District No. 1 shall develop a master list of bilingual materials and books and establish a special fund for the acquisition of these materials and books.

V. STAFFING

The Denver Public Schools System shall staff every area of the educational system on the basis of parity for minorities. An affirmative action program shall be implemented to ensure teacher parity within a five year period.

Proceeding from the fact that it is far more economical to keep children in school, the human, personal facet of staffing becomes crucial. It is well known that the educational needs of

children are more fully met when their learning styles are responded to individually with culturally relevant and successful role models. Thorough staffing patterns afford the child a greater opportunity for more human interaction which is necessary to the growth and development of the child's self-perception as a learner.

Staffing patterns, utilizing minority role models in actual decision-making positions at all levels of the educational system, greatly enhance the learner's self-concept and his or her perceptions towards cultural pluralism.

Such staffing patterns shall include minorities at all levels in proportion to their respective percentages in the student populations. At a minimum, minorities shall occupy top management positions in all departments.

In addition, staffing for special programs shall involve other community resources:

a. Employing parents as teacher aides and/or resource personnel.

b. Involving parents in instructional programs for their own benefit (English, nutrition, etc.) and in programs wherein parents are taught what their children are learning.

All staff should be trained in providing individualized instructio

Poverty Aspect

School District No. 1 shall instruct all its personnel of the dimensions of the culture of poverty especially its effect on the learning abilities of the Denver Public School children. School District No. 1 shall further evaluate the interrelatedness of culture and poverty and continue to instruct its personnel accordingly.

School District No. 1 shall direct all personnel to eliminate the negative effects of poverty on school children and to adapt to the child's preferred learning styles.

Culture Aspect

The School District No. 1 shall provide mandatory inservice training for all personnel participating in the actual educational process for the purpose of instructing them on the entire scope and sequence of minority cultures within the district.

School District No. 1 shall further provide educational and research data to its educators regarding existing cultural characteristics and their relationship to the learning process.

All Denver Public School educators shall implement their cultural awareness into their respective roles and must begin to think ethnicly in the education of minority students.

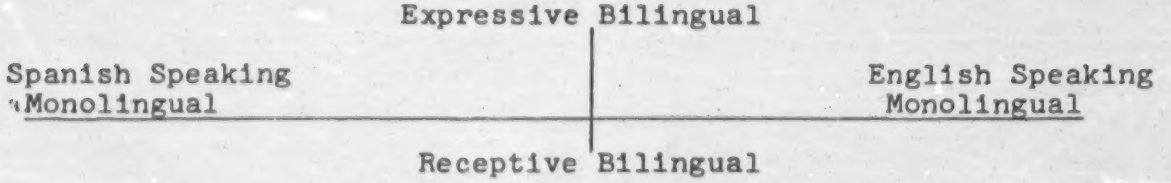
School District No. 1 shall employ a variety of consultants and experts from within and without the system to advise in the instruction, implementation, and continuous evaluation of cultural awareness.

Language Aspect

School District No. 1 shall instruct all staff directly participating in the educational process of the existing philosophies of language as they relate to the learning styles of minority children:

1. Language is the soul of the culture.
2. Culture is transmitted through language.
3. Language is the child's main avenue of communication.
4. Language and culture are an integral part of the child's self-concept.
5. Children become products of their experiences.

Proceeding from these philosophies, School District No. 1 shall instruct all personnel of both the various language characteristics and individual receptivities of children within the Denver Public School System, with special emphasis on the child's initial entry into the system. The following four distinct characteristics of Denver Public school children have been recognized:



The School District No. 1 shall further delegate to all staff members, the responsibility for language development in all teacher-pupil contact by providing extensive opportunities for students to verbalize.

Mobility Aspect

To facilitate the learning process, Denver Public School District No. 1 shall assess the mobility patterns of minority children in the Denver Public Schools and shall instruct its personnel accordingly.

The Denver Public School District No. 1 shall develop a procedure and assign appropriate personnel to facilitate the entrance and exit of children within the Denver Public School System and in appropriate schools outside the Denver Public School System.

To ensure freedom of choice, the Denver Public School System shall direct its staff to implement the educational program, particularly the curriculum, in a manner consistent with assessed mobility patterns. Specialized programs must be made available to children wherever they transfer within the system. For example:

1. Programs directly related to the educational process such as diagnostic programs and bilingual-bicultural programs.

2. Programs relating to non-instructional needs such as free lunches and breakfasts, dental care, eye glasses.

Societal Perceptions Aspect

It is a well established fact that children behave as they think others see them. That is, children develop an obligation to behave in harmony with their perceptions. ("Perceiving, Behaving, Becoming"; Maslow, Kelly, Kuns, and Rogers; ASCD yearbook, 1962).

Denver Public School children develop perceptions, directly, by being subjected to some common sins of commission:

1. exposure to outdated, irrelevant, and often derogatory stereotypes of minorities;

2. discreditation of Spanish or Black dialects by mimicry;

3. alterations and mis-pronunciations of Spanish words and names, and failure to learn and use proper pronunciations of the Spanish language.

Denver Public School children also develop perceptions, indirectly, through exposure to the subtle sin of ommission:

1. general absence of cultural and language components in all areas and programs within the educational process;

2. minimal, superficial and often inaccurate references to elements of minority culture such as language, diet, social patterns, values throughout the Denver Public School curriculum;

3. remedial programs and evaluative programs implemented in almost total isolation of the ethnicity and culture of children.

Consequently, minority children develop perceptions of themselves (i.e., of small worth) that School District No. 1 perpetuates. Behaving in harmony with these perceptions, minority children become "different". They become "disruptive". They "drop out".

Accepting the fact that many minority children enter the Denver Public School System emotionally healthier than when they leave, the Denver School District No. 1 shall direct their staffs to prepare schools for these children, rather than prepare children for schools.

Recognizing that negative societal perceptions are formed early and often permanently, School District No. 1 shall institute new and concentrated efforts, (not necessarily new programs) at the elementary level, and provide for expansion of staffing in every level of the educational process, particularly in the area of Pupil Personnel Services.

School District No. 1 shall direct their staffs to cease the education of children in isolation of their ethnicity and culture.

School District No. 1 shall reform the societal perceptions of its staff by instituting mandatory, comprehensive, and sequential instruction and retraining in the areas of societal perceptions of minorities. This instruction shall include but shall be

limited to:

1. elements of minority cultures;

2. minority histories and their influence on current issues;

3. minority ancestral values as they relate to current values and life styles;

4. minority societal perceptions of the majority culture;

5. levels of acculturation and freedom of choice in adopting cultural values;

6. identification and clarification of minority values; and

7. the effect of urbanization and poverty on the minority culture.

School District No. 1 shall utilize the services of minority consultants from within and without the system to monitor instructional and retraining processes of the staff and to participate in the implementation thereof.

School District No. 1 shall instruct its staff to eliminate minority children's incompatible perceptions of the home and the schools through the use of an expanded staff of community advisory boards, community liasons, and cultural consultants from the various economic levels of the community.

Recruitment Aspect

School District No. 1 shall direct its recruiting effort to employ minorities as teachers, counselors, administrators, clerical staff, non-certified staff, within a five-year period so that the

percentage of minority staff approximates the percentage of minority children in the district.

School District No. 1 shall employ a minority recruitment staff which shall include minority teachers, principals, counselors, and high-level administrative staff. This staff shall have contracting responsibilities.

School District No. 1 shall direct its recruiting staff to extend their recruitment efforts into additional geographic areas having high concentrations of minority graduates.

Hiring Aspect

School District No. 1 shall provide its hiring staff with clearly defined job descriptions and duties.

School District No. 1 shall place a high priority on hiring individuals guided by the following criteria: familiarity in the education of minority children; sensitivity to cultural characteristics of minority children and proficiency in bilingual-bicultural education.

School District No. 1 shall notify all colleges, universities and other educational institutions of its endorsement of bilingual-bicultural education. Furthermore, the district shall advise all new applicants that proficiency in bilingual-bicultural education is a criterion for employment.

Development

School District No. 1 shall designate an appropriate committee of educators and community advisors for the purpose of re-examining

all present job descriptions. School District No. 1 shall delegate to this committee the responsibility for developing new descriptions which eliminate unnecessary paperwork and clerical tasks which interfere with satisfying the needs of its students. For example, the top priority of a counselor must be student and community interaction. His or her daily schedule must comply with this priority, rather than the traditional roles enforcing discipline and performing clerical tasks which should be performed by other personnel.

School District No. 1 shall direct that all new teachers shall undergo pre-service orientation in all areas of this education plan.

School District No. 1 in offering tenure positions shall consider the applicant's success in educating minority children as a criterion for attaining and maintaining tenure position.

School District No. 1 as a criterion for attaining tenure, shall further direct that non-tenure teachers evaluate themselves and develop their own goals in the education of minority children.

Evaluation

The Denver Public School System shall entrust to the appropriate committee the responsibility of evaluating existing programs and personnel within the program to assure the protection of the rights of minority children and to ensure the delivery of equal education. Said committee shall consist of educators and lay people from within and without the School District No. 1 and shall be representative of all economic levels. Consultants and

experts in specialized areas shall also participate in this evaluation.

School District No. 1 shall evaluate its staff to ensure the implementation of the provisions of this plan. Staff members whose performance is inconsistent with this plan shall be retrained.

VI. CO-CURRICULUM

Studies have demonstrated that students who join clubs and participate in other extra-curricular activities tend to remain in school. Conversely, "drop-outs" seldom participate in extra-curricular activities.

Many children from low socio-economic backgrounds cannot afford to participate fully in a "free" public school education. Requiring a fee as a prerequisite to participation detracts from the concept of a free education and places undue hardship upon the economically deprived which is usually the Chicano and Black student.

Therefore, School District No. 1 shall eliminate or drastically minimize those costs which are preventing economically deprived students from fully participating in extra-curricular activities. The following are examples of such costs:

1.) At the elementary level:

-costs of gym shoes;
-costs incurred for participation in Halloween, Christmas and Valentine's Day activities;
-fees for special music programs;
-fees for music lessons;
-fees for school pictures; and
-fees for excursions (field trips).

2.) At the junior high level:

-library fees;
-fees for physical education uniforms and gym shoes;
-fees and dues for school clubs;
-fees for musical instruments and lessons;
-fees for school supplies; and
-fees for excursions (field trips).

3.) At the senior high level:

-library fees;
-student activity fees;
-fees for art materials;
-fees for sewing materials;
-fees for industrial art materials;
-fees for physical education uniforms and shoes;
-fees for pep club uniforms;
-fees for yearbooks;
-fees and dues for student clubs;
-fees for transcripts and college entrance exams; and
-fees for excursions (field trips).

In addition, School District No. 1 shall allow, where possible, participation in extra-curricular activities on a year-round basis.

School District No. 1 shall incorporate the following programs into its extra-curricular activities which should facilitate the attainment of cultural pluralism:

1.) Community presentations and other programs;

2.) Field trips to public and private organizations; and

3.) Student organizations with special ethnic and language interests at all school levels.

School District No. 1 shall make positive efforts to identify minority interests and provide those activities which reinforce a positive self-concept of minority students.

School District No. 1 shall ensure that no student is denied the opportunity to participate in extra-curricular activities due to a lack of transportation.

VII. STUDENT SERVICES

School District No. 1 shall refine and make necessary changes in the areas of guidance, counseling, psychological, and advisory services. These changes shall be designed to meet the unique needs that minority children exhibit in each respective area.

Those special pupil services to be changed or revised are:

Guidance Services

This service will provide the student with: relevent, updated information regarding his or her status as a student; specific information about course offerings, credit requirements, teacher personalities and expectations. These services will result in pupil placement into a program of study that will fit his or her needs and will afford students with the opportunity to do the best possible school work.

The guidance service will be provided on a systematic, continuous basis and will utilize classrooms, small groups and individualized contacts techniques.

Specific changes to be implemented are:

1.) Guidance personnel will not channel students into courses of study but will explore alternatives with each student and allow each to make the final decisions.

2.) Credit requirements will be flexible so that non-essential courses such as gym do not keep working pupils from graduating or from fulfilling familial responsibilities. The guidance counselor will conduct conferences with administrators, teachers, parents and students to discuss grade and credit deficiencies. This group will then determine if, in fact, the student should be granted a diploma without further course work.

3.) Proper guidance is critical in the pupil's transition from elementary school to junior high. This service will be provided by seventh grade counselors working closely with elementary school teachers and counselors.

4.) Guidance counselors will not use standardized test results as a guide for scheduling. They will consider results and responses from such instruments as interest surveys, student and parent questionnaires, and individual pupil conferences. This procedure will be followed at all grade levels.

5.) Students who enrolled in classes that are not meeting their needs will be readily allowed to transfer, at a propitious time, to another class without penalty and/or delay and after a thorough analysis of the consequences of the change and an exploration of alternative courses has been presented to the student.

The Testing Program

School District No. 1 offers guidance and counseling services to its students which include educational and vocational testing. These services, for a minority student, have produced minimal results. Specifically, the testing instruments presently utilized have not provided useful or adequate data which can be used for individual and/or group research.

Services and test instruments are available, to school systems, from organizations such as the California Testing Bureau. One such instrument is the Criterion Reference Test (C.R.T.). This test is a customized, diagnostic instrument which is tailored to a specific school's curriculum. Generally speaking, the C.R.T. is designed for each school to enable each to measure the concepts the teacher sets out to teach, how they are taught and if they should be taught. Thus, the teacher, the student and the community receive data which graphically demonstrates each student's strengths and weaknesses.

School District No. 1 must make a concentrated effort to implement the concept of Criterion Reference Testing for minority youngsters in its schools. Such a drastic move cannot be accomplished immediately without an additional consideration: a moratorium on testing must be declared while the change over is accomplished. Such a moratorium should be immediately declared on the Proficiency and Review (PAR) test which has been utilized to the detriment of minority youth.

Psychological Service

School District No. 1 shall eliminate culturally biased intelligence tests which result in the improper placement of minority youngsters in special programs.

A full time minority psychologist who is aware of and sensitive to the five areas of minority pupils' incompatibility will be assigned to each school having high percentages of minority pupils. This service will be available to all students who have been screened through a staffing committee responsible for conducting periodic case conferences. The Staffing Committee, composed of all pupil services personnel within a building, will prevent arbitrary decision-making by any one individual and will check placements resulting from improper testing. The Staffing Committee concept represents a coordinated effort to effectively utilize the staff's skills, to avoid duplication of services and to develop an effective and comprehensive plan to meet the needs of the student.

The specific responsibilities of this committee during case conferences are:

1.) To share information about the student.

2.) To involve parents and personnel from community agencies who are working with the student.

3.) To identify school and/or community problems.

4.) To improve faculty understanding of the pupil and to develop positive attitudes toward the student. This is accomplished by involving faculty

members in staffing and in staff reporting on a rotating basis.

5.) To identify strengths in the faculty and the community which can help children.

6.) To learn about the whole child and his or her total environment.

7.) To make recommendations and decisions relative to pupils who manifest a need for placement in special school programs such as reading labs, math labs, Special Education, Educational Handicapped, gifted pupils, work study, or Cooperative Work Education.

In summation, pupil staffings provide checks and balances to the processing of pupils with special handicaps and needs. This system ensures that a child is thoroughly evaluated and thus eliminates the discriminatory practice of placing minority children in Special Education simply on the basis of a language problem or an intelligence test score.

Full-time language specialists will work with pupils who have difficulty in this area. These specialists will engage in an extensive program that will be available to any pupil who wishes to participate and whose participation is recommended by psychologists, staffing committee and parents.

Counseling Services

School District No. 1 shall provide minority pupils with competent counselors who are thoroughly familiar with these

students' needs. Additionally, these counselors will energetically work toward developing, during small group and individual counseling sessions, the following changes:

1.) encourage positive self-concepts with much emphasis on cultural and other aspects of the pupil's lives (Cf. five incompatibilities);

2.) deal with special emotional and social problems and provide a listening ear for all students regardless of whether or not he or she is considered a disciplinary problem;

3.) provide counseling and assistance to pupils who have experimented with or used drugs so that no repercussions relative to school rules and/or law enforcement will result. This will be a concentrated effort to help these pupils with their real problem and not to merely remove them from the scene for punitive action; and

4.) facilitate and conduct conflict resolution and decision making sessions with pupils, teachers, administrators and parents.

NOTE: It is difficult to outline specific counseling services that will be truly effective because the critical ingredient is the counselor himself.

Pupil Orientation Programs

Comprehensive pupil orientation programs will be adopted by all schools affected by the integration plan and particularly

those schools with high percentages of minority pupils. These programs will be geared to new students progressing from elementary school to junior high and from junior high to senior high school. In addition, a program for transfer students will be adopted to provide incoming students with a sense of belonging which will enable them to make the transition as smoothly as possible. Thus, these changes will be made:

1.) Sixth to seventh grade orientation will entail concerted efforts by seventh grade counselors, teachers and other junior high personnel working in conjunction with sixth grade teachers, counselors and administrators. These concerted efforts will include visitations to elementary schools and to junior high schools, parent conferences and a week-long orientation scheduled at the beginning of each school year.

2.) Ninth and tenth grade orientation will be patterned after the sixth and seventh grade orientation with necessary revisions relative to the staffs involved.

3.) A transfer-student orientation will be of similar comprehensiveness, involving all school personnel and including continuous parental visits to the schools.

Special Motivation Services

Youth motivation clubs will be established at all schools which have minority children and shall focus on positive school

experiences. Although these clubs will be structured differently at each school, they should definitely be in effect by September, 1974. They will be evaluated by the outside evaluation committee described in the Evaluation portion of this Addendum.

Catch-up or Adjustment Center

School District No. 1 shall establish a "catch-up" or adjustment center. Pupils referred to the office for disciplinary reasons will be referred to this center to receive counseling and/or tutoring. The counselor will be responsible for contacting parents and for structuring conferences so that all are involved. This is a positive approach to resolve behavioral and adjustment problems and serves as an alternative to punitive action.

VIII. NON-INSTRUCTIONAL NEEDS

School District No. 1 shall provide additional social work and health services for disadvantaged children with a minimum of one social worker and nurse per school. An adequate and extensive health program for students at all levels shall include: complete physical, hearing, vision, dental and allergy examination and necessary innoculations. Health aides such as glasses, hearing aides and orthodonic devices should also be provided. Provisions for adequate clothing shall be made at all levels to ensure satisfactory student attendance. In addition, the District shall intensify its co-ordination with other social services agencies.

The District shall ensure that all personnel employed in non-instructional areas are given pre- and in-service training to instill a better understanding of the needs of the minority child. The non-instructional employees shall utilize community aides and volunteers in the extension of these services.

School District No. 1 shall initiate, encourage, and facilitate the development of employment programs for minority and disadvantaged children. Such programs shall not be limited to the academic school year but shall include the summer months.

School District No. 1 shall ensure that any child receiving so-called "free" services not suffer embarrassment in any form for receiving such services.

School District No. 1 shall retain minority attorneys to provide legal advise to students and their families.

IX. COMMUNITY INVOLVEMENT

School District No. 1 shall initiate the immediate expansion of the Office of School Community Relations. This expansion shall include Chicano and Black personnel in the decision-making process in order to ensure the successful development of community participation in school-community relations.

School District No. 1 shall make school facilities and programs available to the adult population for educational, vocational and recreational purposes.

School District No. 1 shall employ more community aides in order to cultivate stronger and more meaningful relationships with the school. These aides shall not be used for the negative aspects of school-community relations (e.g., truancy problems, discipline problems, etc.) but for positive purposes.

School District No. 1 shall initiate programs wherein all school personnel go out into the community rather than requiring

the community to come to the school on the school's terms. School personnel are professionals who are better equipped to eliminate the present "barriers" which exist between the school and the community.

An expansion of present services in a multi-problem area should be established (assisted by a special coordinator) to develop improved techniques to motivate parents to give more effective help to their children in their school achievement. Examples of such projects can be found in project H.E.L.P. and Early Childhood Education.

X. EVALUATION

It is an established fact, that standardized testing discriminates against minorities. Such testing is detrimental given its cultural bias, use of group norms standardized on Anglo, middle-class people, and test interpretations which disregard cultural implications.

The faculty and community of each school must be involved in a comprehensive needs-assessment plan to determine the student's individual needs, the school's needs, and the community's needs in order to design an effective program for all students.

Professionals from ethnic groups such as psychologists, psychiatrists, and other mental health personnel must be utilized to innovate accountability and evaluation procedures.

Intelligence Quotient (I.Q.) scores must be completely eliminated from all education records.

Informal assessment of specific areas must be made of children from low socio-economic backgrounds rather than the use of traditional, standardized tests. Therefore:

1.) Standardized testing for special class placement (e.g. Educably Mentally Handicapped) shall not be allowed and will be replaced with broad, evaluative criteria including but not limited to: parent interviews; case studies; directed observations; psychological evaluations.

2.) Classes for the Educably Mentally Handicapped shall not be instituted prior to the third grade level.

3.) Educational Handicapped services must be available as a resource for identified children.

4.) Every teacher must be trained and able to work with children who require special assistance.

5.) Health problems of students such as vision, hearing, and other physical maladies must be corrected before tests are administered.

6.) Placement of students in special classes must be accomplished through the staffing procedure provided by state law.

Cultural differences and language usage must be taken into account in any evaluation procedure in conjunction with a minority assessment expert.

In addition, alternative types of assessment procedures such as performance, feedback sessions, and informal discussion must

be utilized for determining student progress. Traditional letter grades must be replaced by parent conferences and progress reports.

The language of the student and family must be taken into consideration in all evaluation procedures. Therefore, I.Q. testing shall be discontinued and the language of parent conferences must be such that the parent readily understands the performance that the child is making.

Many students, for various reasons, transfer from school to school or city to city and this mobility has a bearing on the learning process. Mobility of the student must be taken into consideration in any kind of evaluation and placement procedure. Therefore, School District No. 1 must advert to the following:

1.) A time lapse of sufficient duration, several days if necessary, must occur so that the student is comfortable before any testing or evaluative procedures are undertaken.

2.) Excessive testing of students, because they have transferred to different schools, must be eliminated.

The rationale for all evaluation procedures must be the prescription of programs that lead to the enhancement of the students' self-concept. Therefore, School District No. 1 must assure that:

1.) Diagnosis of student strengths and weaknesses must be aimed at prescribing a program of success.

2.) Positive reinforcement should be utilized to motivate students.

3.) Student progress must be recognized by peer groups and adults.

4.) Evaluation must be shared with the student on a positive basis to aid the student in making life decisions.

XI. IMPLEMENTATION PROCEDURE

The Education Plan submitted by Dr. Jose A. Cardenas includes an implementation procedure for said plan which suggests the establishment of an Equal Educational Opportunity (EEO) Committee, together with ten sub-committees, and a Director of Equal Educational Opportunity. This Addendum supplements the Cardenas implementation plan.

Either a Chicano or Black person shall occupy the position of Director of Equal Educational Opportunity.

Furthermore, the Original Plaintiffs and Intervening Plaintiffs shall each select half of the Coordinating Committee membership to ensure that a vast majority of persons serving on the ten E.E.O. committees will be minorities.

XII. JURISDICTION

This Court will maintain continuing jurisdiction over this case in order to supervise the implementation of these plans.